

## Conventions of Drama

### Lesson Organizer

<b>Lesson Synopsis</b>	Students analyze the elements of drama and the responsibility of the audience to interact with the play. Students first examine characterization through the analysis of a soliloquy and then evaluate how a modern spin on an old tale enhances connection and meaning for the reader and the writer.	
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>After reading an historical literary play, work in a small group to select a scene and use the writing process to write a script for the scene that reflects a different time period. Include details to develop a definite mood or tone. Present the scene and solicit questions from the audience. (E1.13A, E1.13B, E1.13C, E1.13D; E1.14C; E1.24A, E1.24C; E1.25A; E1.26A) <b>ELPS</b> ; 2C, 2D, 2E, 2F, 2G, 2I; 3C, 3E, 3F, 3H, 3I; 5D</li> <li>Choose a soliloquy or monologue spoken by a character in a play. Create a visual representation (e.g., drawing, collage) of the character as evidenced by the literary devices used by the author. (E1.Fig19A, E1.19Fig19B; E1.4A; E1.5B) <b>ELPS</b> 1H; 4G, 4I, 4J, 4K; 5C</li> <li>Write multiple reflections that include personal and world connections, thoughts, and responses to literary texts and media. (E1.Fig19A, E1.Fig19B; E1.12A, E1.12D; E1.15Ci, E1.15Cii, E1.15Ciii) <b>ELPS</b> 1E; 4D, 4F, 4G, 4I, 4J, 4K; 5F, 5G</li> <li>Record multiple entries in a vocabulary notebook that demonstrate knowledge of new words, their meanings, and origins. (E1.1A, E1.1B) <b>ELPS</b> , 1C, 1E, 1F, 1H; 5B, 5F, 5G</li> </ul>	
<b>Key Understandings</b>	<ul style="list-style-type: none"> <li>Understanding the connections between literary elements facilitates the reader's ability to make meaning of the text.</li> <li>Literary techniques are used to heighten interest, appeal to an audience, and effectively communicate a message.</li> <li>Audiences create connections to make a performance relevant and useful.</li> <li>Speaking and listening are a fundamental process used to express, explore, and learn about ideas.</li> <li>Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres.</li> <li>Understanding new words, concepts, and relationships enhances comprehension and oral and written communication.</li> </ul>	
<b>TEKS</b>	<b>E1.1</b>	<b>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>
	E1.1A	Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes. <b>Supporting Standard</b>
	E1.1B	Analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words. <b>Readiness Standard</b>
	<b>E1.Fig19</b>	<b>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</b>
	E1.Fig19A	Reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images).
	E1.Fig19B	Make complex inferences about text and use textual evidence to support understanding. <b>Readiness Standard</b> (Fiction, Expository) <b>Supporting Standard</b> (Literary Nonfiction, Poetry, Drama, Persuasive)
	<b>E1.2</b>	<b>Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</b>
	E1.2A	Analyze how the genre of texts with similar themes shapes meaning. <b>Supporting Standard</b>
	E1.2B	Analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature. <b>Supporting Standard</b>
	E1.2C	Relate the figurative language of a literary work to its historical and cultural setting. <b>Supporting Standard</b>
	<b>E1.4</b>	<b>Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to:</b>
	E1.4A	Explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text. <b>Supporting Standard</b>
	<b>E1.5</b>	<b>Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</b>
	E1.5B	Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils. <b>Supporting Standard</b>

	<b>E1.7</b>	<b>Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:</b>
	E1.7A	Explain the role of irony, sarcasm, and paradox in literary work. <b>Supporting Standard</b>
	<b>E1.12</b>	<b>Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</b>
	E1.12A	Compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts. <b>Supporting Standard</b>
	E1.12D	Evaluate changes in formality and tone within the same medium for specific audiences and purposes. <b>Supporting Standard</b>
	<b>E1.13</b>	<b>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b>
	E1.13A	Plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.
	E1.13B	Structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning. <b>Readiness Standard</b>
	E1.13C	Revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed. <b>Readiness Standard</b>
	E1.13D	Edit drafts for grammar, mechanics, and spelling. <b>Readiness Standard</b>
	<b>E1.14</b>	<b>Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:</b>
	E1.14C	Write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.
	<b>E1.24</b>	<b>Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</b>
	E1.24A	Listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration.
	E1.24C	Evaluate the effectiveness of a speaker's main and supporting ideas.
	<b>E1.25</b>	<b>Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to:</b>
	E1.25A	Give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
	<b>E1.26</b>	<b>Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to:</b>
	E1.26A	Participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.
<b>Ongoing TEKS</b>	<b>E1.5</b>	<b>Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</b>
	E1.5A	Analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development. <b>Supporting Standard</b>
	<b>E1.13</b>	<b>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b>
	E1.13E	Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
	<b>E1.15</b>	<b>Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>
	E1.15C	Write an interpretative response to an expository or a literary text (e.g., essay or review) that:
	E1.15Ci	extends beyond a summary and literal analysis
	E1.15Cii	addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
	E1.15Ciii	analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices
	<b>E1.17</b>	<b>Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</b>
	E1.17A	Use and understand the function of the following parts of speech in the context of reading, writing, and speaking. <b>Readiness Standard</b>
	E1.17C	Use a variety of correctly structured sentences (e.g., compound, complex, compound-complex). <b>Readiness Standard</b>
	<b>E1.18</b>	<b>Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b>
	E1.18A	Use conventions of capitalization. <b>Readiness Standard</b>
	E1.18B	Use correct punctuation marks including: <b>Readiness Standard</b>

	E1.18Biii	dashes to emphasize parenthetical information <b>Supporting Standard</b>
	<b>E1.19</b>	<b>Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b>
	E1.19A	Spell correctly, including using various resources to determine and check correct spelling. <b>Readiness Standard</b>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Vocabulary Notebook (1 per student)</li> <li>• Reader's Notebook (1 per student)</li> <li>• Writer's Notebook (1 per student)</li> <li>• Teacher Reader's Notebook (1)</li> <li>• Teacher Writer's Notebook (1)</li> <li>• Note cards</li> <li>• Dictionary (class set)</li> <li>• Thesaurus (class set)</li> <li>• Chart paper</li> <li>• Classic play (class set)</li> <li>• Audio recording or production of classic play (optional)</li> <li>• Supplies such as poster board, glue, scissors, old magazines, markers, colored pencils</li> <li>• Film clips exhibiting elements of classic play intended for different audiences</li> <li>• Selected scenes from classic play (1 per group)</li> </ul>	
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• Teacher Resource: <b>English I Unit 02B Reading Appetizer</b></li> <li>• Teacher Resource: <b>English I Unit 02B Writing Appetizer</b></li> </ul>	
<b>Possible/Optional Literature Selections</b>	District-adopted resources.	